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ABSTRACT

Title IV-C of the Elementary and Secondary Education Act calls for maintenance of a state "innovative-exemplary program" to work with local education agencies in the development and dissemination of new educational projects. To date, over 126 Kansas districts have been involved in this program. This booklet discusses a number of innovative exemplary programs throughout Kansas, including PACE (personal and career exploration), SCORE (curriculum and classroom approaches for low achievers), ESED (education for the severely emotionally disturbed and autistic child), Project Master (computer-assisted instruction aimed at sharpening math and grammar skills), PIC (Piaget's theories in the classroom), SPICE (sequential planning for instruction of career education), the Wichita Energy Center (a central location for energy information, energy-oriented curriculum development, and energy inservice education), COST (consumer economics), SPARC (seniors and parents as resources in the classroom), IMPAC (identification of gifted children), Project Product (teacher assessment of student needs and student assessment of their own performance), Project Max (a competency-based education program), the Primary Gifted Program (special education services for gifted children), and KEDDS (facilitation of change and resources for local school districts). (Author/JM)

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TITLE IV-C IN KANSAS

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EA 010 768

Innovations in Education

The Innovative-Exemplary Program of Kansas 1977-78

Produced under the auspices of the State Department of Education

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Introduction by Dr. Merle Bolton, Commissioner for Education in Kansas

In the thirteen years since enactment of the Elementary and Secondary Education Act, this landmark legislation has fostered a host of programs aimed at strengthening and improving the quality of education in schools throughout the United States. In Kansas, one of the most successful of these has been the Innovative-Exemplary Program which was begun under Title III, E.S.E.A.

With the aid of federal "seed" money and the expertise of program personnel, innovative approaches to solving Kansas' critical educational needs have been developed, implemented and evaluated on a grassroots level. To date, over 126 local school districts have been actively involved in the operation of one or more Innovative-Exemplary projects, and all Kansas schools have gained new perspectives as a result of these educational models.

As Commissioner of Education for Kansas, I commend the many men and women who, in their capacities as educators, administrators, parents, and concerned citizens, have contributed the time, energy and expertise which have been responsible for the success of the Innovative-Exemplary Program. These programs are viable assets to our state.

Merle R Bolton

Defining the Program

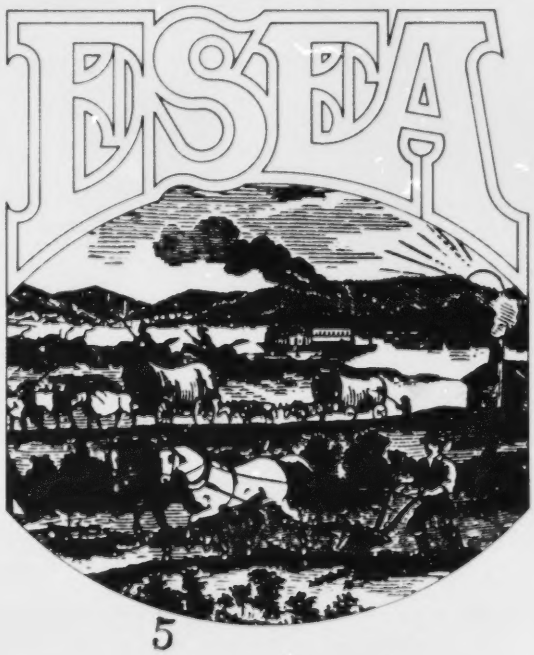
What is the Innovative-Exemplary Program?

In 1965, Congress first passed into law the Elementary and Secondary Education Act (ESEA). Originally Title III, and now Title IV-C in this amended legislation, calls for maintenance of a State Innovative-Exemplary Program to work with local education agencies in the development and dissemination of new strategies for meeting critical educational needs. To more closely define those needs, a task force was selected and directed to survey the inadequacies of Kansas schools. The result was the 1970 State Educational Evaluation of Kansas, often referred to as "SEEK." Ten critical needs were identified in this study and became the target for the Innovative-Exemplary Program.

With SEEK and federal guidelines as a clear base, the Innovative-Exemplary Program Section set two main goals: (1) translation of the latest knowledge of teaching and learning into widespread educational practice; and (2) greater awareness of new programs and resources specifically designed to remedy Kansas' critical educational needs. A strong emphasis is also placed on innovation and incorporation of community resources as means for attainment of these goals.

In its thirteen years of operation, the Kansas Innovative-Exemplary Program has steadily advanced toward its objectives. A total of 158 plans have been submitted and, of these, 70 have received full 2 to 3 year funding, amounting to nearly 17.5 million dollars. Many of these projects have been assimilated into the schools and continue to function with no federal assistance.

Title IV-C in Kansas

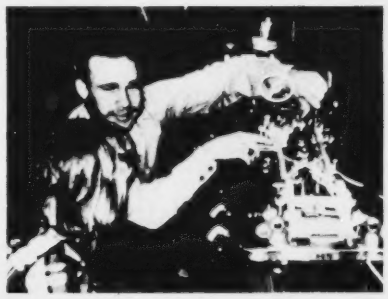


The Innovative-Exemplary Program is currently administering thirteen LEA projects throughout Kansas. The following pages include brief descriptions of these projects to acquaint you with the scope and purpose of Part C, Title IV, of ESEA. Additional information is available through the individual project directors listed with each description or through Phil Thomas, Director, Educational Improvements and Development Section, 120 East 10th Street, Topeka, Kansas 66612.

SEEK

Project PACE

Students who have demonstrated educational problems in elementary grades are learning more about themselves and their potentials through the Personal and Career Exploration project, or PACE, in Atchison this year. This is an innovative, three-phase approach to preparing exceptional children for successful employment experiences beyond the high school campus.



The first phase is Individual Self-Development. In this area, specially trained teachers guide students toward greater self-awareness, improved interpersonal relationships, and development of positive work attitudes and values.

Phase Two of the project, Occupational Exploration, includes study and observation of occupational alternatives and job requirements. Field trips to community places of employment and other informational activities equip students with a real perspective on employment possibilities and demands.

The final phase employs students in an actual Work Experience Laboratory. Organized into project teams, students work together to produce a marketable product or service and distribute it within the community. Students build on the knowledge and experience attained in the previous phases of the program, and, if successful, gain tangible rewards through a share of the team profits.

Contact:

Mike Kersley, Director
Project PACE
301 North 5th
Atchison, Kansas 66002
(913) 367-4384

Project SCORE*

SCORE means Sharing Concern and Opportunities for Relevant Education and is aimed at developing curriculum and a range of educational approaches which effectively meet the needs of low-achievers. Students who rank in the lower 30% of the academic achievement have been targeted for this project at Ruppenthal Middle School because educators in Russell, Kansas, believed that these students not only could be reached with special help, but deserved an alternative teaching program. The instructional strategy employed is based upon a learning arrangement. The learning arrangement shows the instructors the best techniques to use in assisting each student.

In its fourth year of operation, SCORE personnel found that these children, although unsuccessful in a regular classroom, do achieve higher academic levels and gain confidence in themselves and their abilities through different approaches.

Another asset of the project is the resultant reduction in the drop-out rate within the target population.

Contact:
Craig Williams, Director
Project SCORE
400 North Elm
Russell, Kansas 67665
(913) 483-4003

*Fourth year funding is being used to diffuse this promising practice to other interested LEA's. This project has been validated through the national IVD process.

Project E.S.E.D.

In Shawnee Mission a program to extend services available to exceptional children is in full operation. The program is called Education for the Severely Emotionally Disturbed and Autistic Child, or E.S.E.D. and operates on a full year format.

The aim of the project is to provide a system whereby severely disturbed children can receive help outside of an institution. As a result, the major emphasis is on coordinating behavior management programs in the home with the special programs in the classrooms. The four basic objectives of the E.S.E.D. project include, first of all, the identification and evaluation of the severely emotionally disturbed children by a diagnostic team. Next, a thorough analysis of individual needs is made based on two assessment tools and on home and classroom observations. From this analysis, the E.S.E.D. staff then prescribe a learning program for the child in the special class. Finally, the staff implements and maintains this prescription through extensive parent training seminars, in home conferences and therapy sessions. On-going evaluations are routine both in the classroom and in the home.

The E.S.E.D. project serves the full range from kindergarten through senior high school

Contact:
Steve Luce, Director
Project E.S.E.D.
Special Services Clinic
5101 West 95th
Shawnee Mission, Ks. 66207
(913) 649-9660

Project MASTER

High school students in Garden City are sharpening their mathematical and grammatical skills through a unique computer assisted instruction system called Project MASTER. This project involves senior high math, physical science, and English classes this year.

MASTER serves both teachers and students. Participating classes spend about one session per week in the computer lab. For math and science, the students work on problems related to their occupational interests and their ability. For English students, the problems are tailored to their ability.

The computer is used as an aid to select the problems and to correct each student's work as it is finished.

In addition to this independent experience in problem solving, teachers receive a daily report detailing each student's lab work. The teacher can then diagnose individual strengths and weaknesses and respond accordingly.

MASTER serves a dual purpose in that students not only improve their problem solving proficiency, they deal with problems which are related to specific career skills. As a result, much practical experience is gained and students' motivation is increased.

Contact:
Stan Crane, Director
Project MASTER
U.S.D. No. 457
211 Jones Avenue
Garden City, Kansas 67846
(316) 276-3207

Project PIC

Meeting individual needs and providing alternative learning experiences in mathematics for students in Buhler USD 313 are the primary goals of Project PIC, Piaget in the Classroom. This innovative program is utilizing input and experiences gained from its first two operational years to continue the implementation of Piagetian Theory into the district's elementary classrooms.

An intensified two week summer workshop for teachers initiates each operational year of the project. This summer inservice program provides volunteering participants background and knowledge about how children learn by involving them in the developmental theory of Jean Piaget, an eminent Swiss psychologist.

Participating teachers are also allowed released time during the school for continued periodical workshops that introduce teachers to such alternatives as the math lab approach. Emphasis is placed on the need for children to have initial hands-on experiences using concrete manipulative materials during these workshops at the Project's Resource and Production Center. Also, participants are most actively involved in examining, adapting, and producing materials to take back to their classroom.

Coordinating teacher workshops with classroom activities is accomplished by the director becoming involved with students and teachers in the classroom. Observations, demonstrations, and informal visits by the project's director are an integral and regular part of the inservice model for Project PIC.

Contact:

Francis Droegemeier, Director
Project P.I.C.
Box 318
Buhler, Kansas 67522
(316) 543-2383

Project SPICE

Citizens, teachers counselors and administrators in Ottawa combine resources in order to better provide students the opportunity to explore career options and to better prepare themselves for rewarding futures. This coordinated effort is called Project SPICE and its original goal was to infuse and maintain career education into all facets of Ottawa's school curriculum.

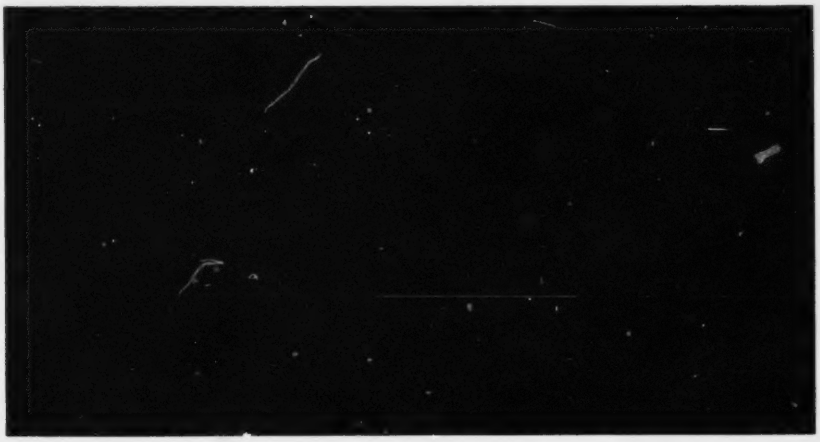
Using the Kansas Guide for Career Education as a model, SPICE staff members provided overall structure for this goal. The overall focus of the project has been on the four areas of self, work, leisure and resources. The goals of the project were: in year one, to develop curriculum, in year two, to implement these materials into all classrooms; and in year three, to prepare an adoption/adaption model for other districts. SPICE (Sequential Planning for Instruction of Career Education) is an example of a new approach which provides answers for the common questions students have always asked: "Who am I?" ... "What goals are appropriate for me?" ... and ... "How shall I proceed?"

Teachers, counselors and support personnel have worked toward fully utilizing all available community resources as well as devising and adopting good quality career instructional materials at all grade levels and in all subject areas. A career education resource center has been developed and improved coordination of guidance counselors with classroom career education has been accomplished. SPICE has also recognized the special needs of exceptional students with a special series of career units.

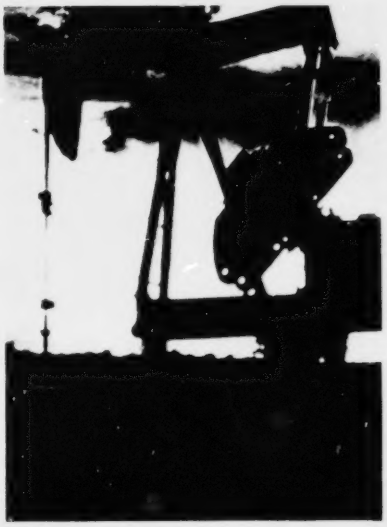
Contact:

Mrs. Elizabeth Coughenour
Project SPICE
Ottawa Junior High
Room 302, 5th and Main
Ottawa, Kansas 66067
(913) 242-7070

Wichita Energy Center



The Wichita Energy Center Project is developing a model for both the timely development of relevant energy oriented curriculum materials and the process of infusing these materials into classrooms. The energy related curriculum materials will focus on: (1) acquisition of knowledge about forms of energy; (2) sources and function of energy; (3) problem solving related to energy; and (4) development of positive attitude.



The model infusion system will include not only the inservicing of teachers but will provide aid, assistance and reinforcement for the actual process of infusing the materials into the teachers' own curriculum planning and implementation efforts.

Levels of primary concentration in this Project are in grades four through eight.

The structure of the program provides: (1) a central location for energy information (including models) in an energy center; (2) the development of material for instructional use; (3) inservice for teachers wishing to implement the planned program; (4) assistance and reinforcement for the actual infusion process; and (5) follow-up and additional assistance where needed.

Contact:

Mr. Earl Griffith, Director
Wichita Energy Center
640 North Emporia
Wichita, Kansas 67214
(316) 268-7807

Project COST

Project COST (Consumer Operations–Survival Training) plans to reach all students (including handicapped) in grades K through 12 in a program of consumer economics learning and the program is integrated into every part of the regular curriculum.

In order to accomplish project goals, every teacher is involved in inservice training in consumer economics. As well, a specialist assists each teacher in writing content for each major subject area.

The Project utilizes other governmental and nongovernmental resources for collection of data to use in writing modules and for providing settings in which meaningful experiences can be provided.

Capsules are being developed, field tested, and revised within the three year period of the grant.

Contact:

Director
Project COST
Easton, Kansas 66020
(913) 773-5556

Project SPARC

This innovative approach puts the emphasis on individualizing instruction and capitalizes on resources available in the community for providing motivating factors related to student interests. A major community resource is the senior citizens group who assist with materials as well as provide dimension in their areas (accounting, electronics, etc.). The Seniors and Parents as Resources for the Classroom (SPARC) Project will provide services to elementary grades the first year and then be extended to service the secondary students during the second year.

Inservice training for teachers focuses on the making of packets and modules which can be used by individuals as well as how to use these modules in learning centers. Although inservice is basically for teachers, parents and senior citizens are encouraged to attend.

Materials are developed in a production center and transported to different schools to assure more broad base usage. A one half-time curriculum specialist coordinates and supervises the production center activity and the work of the volunteers.

Contact:

Adel Thompson
Director, Project SPARC
Box 449
DeSoto, Kansas 66018
(913) 585-1141

Project IMPAC

The purpose of Project IMPAC (Instructors, Mentors and Parents Accelerating Children) is to develop within one center a program of planning, preparation and experience which can then be transported to other centers of the nineteen school districts in the special education cooperative. The primary resource center is located at the Jennie Wilson School in Garden City.

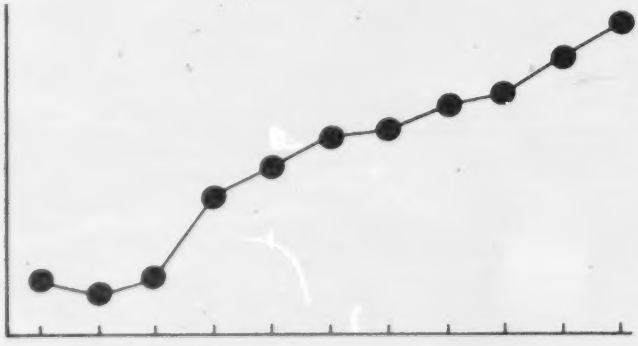
Important components being developed are: (1) a process for identifying gifted with consideration for cultural factors related to Mexican American population; (2) the identifying and preparing of a readiness base for each of six centers to which the program will be transported; (3) the development of a procedure for parent participation and training; (4) the utilization of computer matched community mentors to assure cross cultural assistance; and (5) the development of resource room facilitators to assist regular teachers in IEP development.

Contact:

Jon Hoerman, Director
Project IMPAC
1401 East Harding
Garden City, Kansas 67846
(316) 275-9161

Project PRODUCT

Students and teachers in Shawnee Mission are deciding to maximize the development of new skills and knowledge, while minimizing the time spent performing activities already learned. Knowing that decisions are only as good as the information they are based on, Project PRODUCT is providing these students and teachers with the training and resources to discover where proficient performance ends and new learning begins.



This is PRODUCT's third year of operation, and project staff are presently at work in elementary, junior high, and senior high schools throughout the district. At the end of this three-year project, PRODUCT will have been made available to every school in USD 512.

PRODUCT skills directly affect both teacher and student performance, and are applied in all subject areas. Classroom teachers who elect to participate consult with a PRODUCT staff member, who aids in the assessment of teacher priorities and student needs. Under the classroom teacher's supervision, students assess their performance daily and keep standard learning charts. In this way, pupils see their progress and become more keenly aware of accomplishments and needs. They communicate learning decisions to the teacher whenever their charts indicate a need for a shift in teaching strategy or a change in goal. Teachers share these insights and can draw on available resources for alternatives which maximize each student's charted performance and growth.

Contact:

Henri Sokolove, Supervisor
Project PRODUCT
7235 Antioch
Shawnee Mission, Ks. 66204
(913) 831-1900 ext. 326

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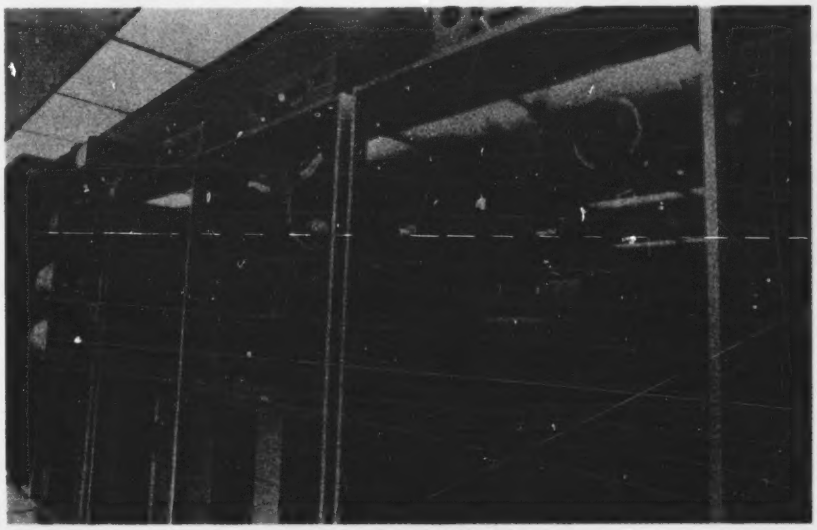
Project MAX

Project MAX, as an innovative approach to competency based education, utilizes local content area staff at secondary level to: (1) develop graduation requirements which assure basic competence of all non-special education gradutates; (2) develop instructional program which based on objectives leading to identified competencies in number one above; and (3) develop and implement a computer controlled system of implementation.

Students progress through module programs by contract agreement and progress is measured through use of pre and post test results. Teachers are being trained in areas such as competency identification, module writing, and are being used as input personnel. One teacher from each department is selected to devote one-half time to the writing of modules to relate to identified competencies for that subject area department.

Contact:

Mr. Ted Berard, Director
Project MAX
2542 Junction Road
Kansas City, Kansas 66106
(913) 262-5355



CBE

Primary Gifted Project

The Primary Gifted Program is aimed at developing a cost-effective and workable model for providing special education services to gifted children in the regular classroom setting. The model is essentially based on the "least restrictive alternative approach."

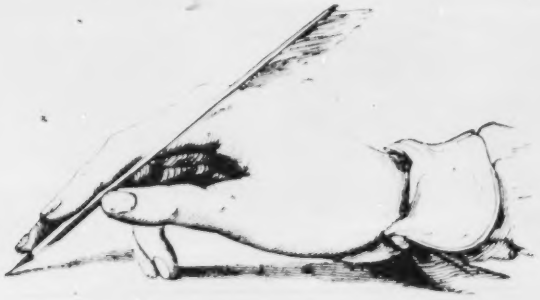
The Project utilizes consulting teachers and a paraprofessional staff as support. The individual learner expands his/her own capability for self-directed learning in learning centers within the regular classroom. Emphasis is on the cognitive areas of learning as a major component in enrichment as opposed to acceleration.

Inservice training of regular teachers is a major component for developing awareness levels which can then be expanded in work with consulting teachers.

A key component in this project is the refinement and use of an effective screening instrument for the identification of potentially gifted subjects. Teacher input is being used to refine the screening instrument, not an "assessment" instrument for placement, but as an "identification" instrument for locating those needing more thorough evaluation to determine giftedness.

Contact:

Ms. Linda Homeratha
Director, Gifted Project
2017 Louisiana
Lawrence, Kansas 66044
(913) 842-6222



Kansas Educational Dissemination-Diffusion System

KEDDS/RESOURCES provides a trained retrieval staff in regional centers, who submit information searches to the national data bases, plus a staff at the Kansas State Department of Education, who search the Kansas Human Resources, Kansas Promising Practices, and Kansas Documents files.

KEDDS/LINK provides a team of experienced facilitators who deliver information searches and work closely with local school organizations. The basic approach of the facilitators is to help local schools who seek change.

Kansas educators interested in new programs, new approaches and educational innovation are encouraged to utilize the services of this local service program.

Contact:

KEDDS/RESOURCES
Kansas State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-3136

or

KEDDS/LINK
Murdock Teacher Center
670 North Edgemoor
Wichita, Kansas 67208
(316) 685-0271

Learner Needs Assessment

The Needs Assessment Project is an effort by the State of Kansas to study the gaps between educational goals and objectives and actual student achievement and opportunities in our school system. As such, it identifies target areas for educational improvement, cites areas of educational strength, and serves as a basis for the Innovative-Exemplary Program of the Kansas Department of Education. The foundation of Needs Assessment is the SEEK study of 1970, mentioned earlier in this booklet, and the 1972 Statewide Goals for Education adopted by the State Board of Education. Assessment involves primarily cognitive and affective needs of students at the sixth and twelfth grade levels.

The curriculum topics addressed by the five-year Needs Assessment plan include: mathematics, science, values/citizenship, arts/humanities (visual arts, music, history, and literature), health, nutrition, safety, career preparation, physical education, basic skills of communications, preparation for a changing society, self-image, consumer education, and environmental education. Of these, the target areas being assessed during fiscal year 1978 are preparation for a changing society, self-image, consumer education, and environmental education.

Suitable evaluation measures based upon objectives of Kansas schools are devised or selected by the Needs Assessment staff and administered to a representative sample of state sixth and twelfth graders. The resulting data is analyzed and used to prepare a composite of student achievement. At the conclusion of the assessments, criteria and a revised list of critical needs will be identified.

Initiated in fiscal year 1973, the Needs Assessment project will continue through fiscal year 1978. The wrap-up and release of data will be accomplished during fiscal year 1979. Composite results of all assessments are to be made available at that time to those interested in Kansas education.

Contact:

Anne Spangler
Educational Improvements and Developments Section
Kansas State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612

Impact

The Impact of the Innovative-Exemplary Program in Kansas

In order to assess the impact of the Innovative-Exemplary Program on education in Kansas, a study was completed in July of 1976. This study was a continuation of a similar study conducted in 1972. The School of Education at Kansas University sent a researcher to visit each of 14 major innovative projects which had been in operation for three years and were no longer federally supported. The purpose of the visits was to determine the degree to which projects originated through the Innovative-Exemplary Porgram of E.S.E.A. were being continued with local funds.

The results of the study indicated that 7 of the 14 projects had continued 100% of their activities. In some cases, the extent of activities had actually increased. Ten of the 14 projects had carried-on 50% or more of their activities. These results show that local adoption of Innovative-Exemplary projects has been significant in keeping with the goals of the program.

The following innovative projects grew out of the Innovative-Exemplary Program and many are currently in operation although federal funding has been discontinued. In many cases projects have become integral parts of our Kansas school system, supported entirely by the local education agencies which initially sponsored them.

Arkansas City (5 districts)	Teen Age Parents Alternative Program (TAPS)
Beloit (19 districts)	Rural Curricular Change Agents
Bonner Springs / Edwardsville	Pre-School Reading Exposure Program
Colby (25 districts)	Supporting Rural Special Education Services
Conway Springs (9 districts)	Positive Self-Image and Positive Social Involvement
Council Grove (11 districts)	A Cooperative Program for Cultural Enrichment through the Study of Latin America
Dodge City	Cultural Heritage and Arts Center
Hamilton (11 districts)	Elementary Science Project
Haysville	A Program to Prepare High School Students for Skilled Employment in the Aeronautics Industries
Hugoton	Primary Educational Male Confrere
Hugoton	Operation Self Image
Humboldt	Experimental Motivation in Language Arts
*Independence (3 districts)	Secondary Exploration of Technology (SET)
Kansas City (4 districts)	Wyandotte County Program for the Retarded
Lawrence	The Lawrence Achievement Program
Leavenworth	Alternative High School Program (STAY)
Madison (11 districts)	A Cooperative Program for the Cultural Encroachment of Students in Isolated Rural Communities
Medicine Lodge (12 districts)	A School Museum Project
*Moran (3 districts)	Allen County Approach to Developing Career Ed Programs (ACTION)
Mulvane (7 districts)	South Central Kansas Science-Mathematics Project
Northwest Kansas Educational Cooperative (20 districts)	Attempt to Form a Comprehensive Supplemental Service Center
Olathe (9 districts)	Educational Modulation Center
Overland Park	Learning Innovations for Teaching
Parsons (5 districts)	Labette County Educational Improvement Center
Parsons	Humanities Involvement for the Culturally Deprived
Pratt (12 districts)	Better Educational Services Today
*Russell	Meeting the Needs of Low Achievers in Middle School (SCORE)
Salina (9 districts)	Central Kansas Diagnostic and Remedial Education Center
St. John (3 districts)	The High Performance Program
Seaman	Outdoor Education
Shawnee Mission	Language Arts Instruction Center
Shawnee Mission	Environmental Project
Topeka	Exemplary Physical Education
*Topeka	Environmental Project
Topeka	A Reading Clinic, Centers, and Services
Topeka (3 districts)	Special Education Teacher Aide Project
Turner	Individualized Introduction in Family Living
Wichita	Special Education Diagnostic and Research Center
*Wichita	Diversified Educational Experiences Program (DEEP)
Wichita	Center for Innovative Teacher Experience (CITE)

*Nationally Validated Projects

Dr. Mary Ross Moran, Kansas City
Ms. Elizabeth Pieper, Chanute
Rev. Charles Regan, Wichita
Dr. William Robinson, Hays
Dr. Christian Romero, Manhattan
Mr. Charles Stones, Garden City
Mrs. Norma Harrod, Lawrence
Mr. W. W. King, Wichita
Mrs. Mickey Lynn, Iola
Ms. Marie Hamilton, Kansas City
Ms. Crystal McNally, Wichita
Mr. George Madelen, Hutchinson
Dr. C. Frank Mermoud, Olathe
Mrs. Rochelle Chronister, Neodesha
Mr. James Coder, Topeka
Dr. Nina Cole, Wichita
Dr. Orvel Criqui, Lawrence
Miss Kim Fleer, Topeka
Mr. Eddie Goble, Minneola
Mrs. Linda M. Crote, Colby

TITLE IV ESEA ADVISORY COUNCIL 1977 – 1978

Administration

Coordinating Efforts — The Role of Administrators and Advisors

An integral factor in the continued success of the Kansas Innovative-Exemplary Program is the combined effort of its administrators and Advisory Council and State Department of Education officials.

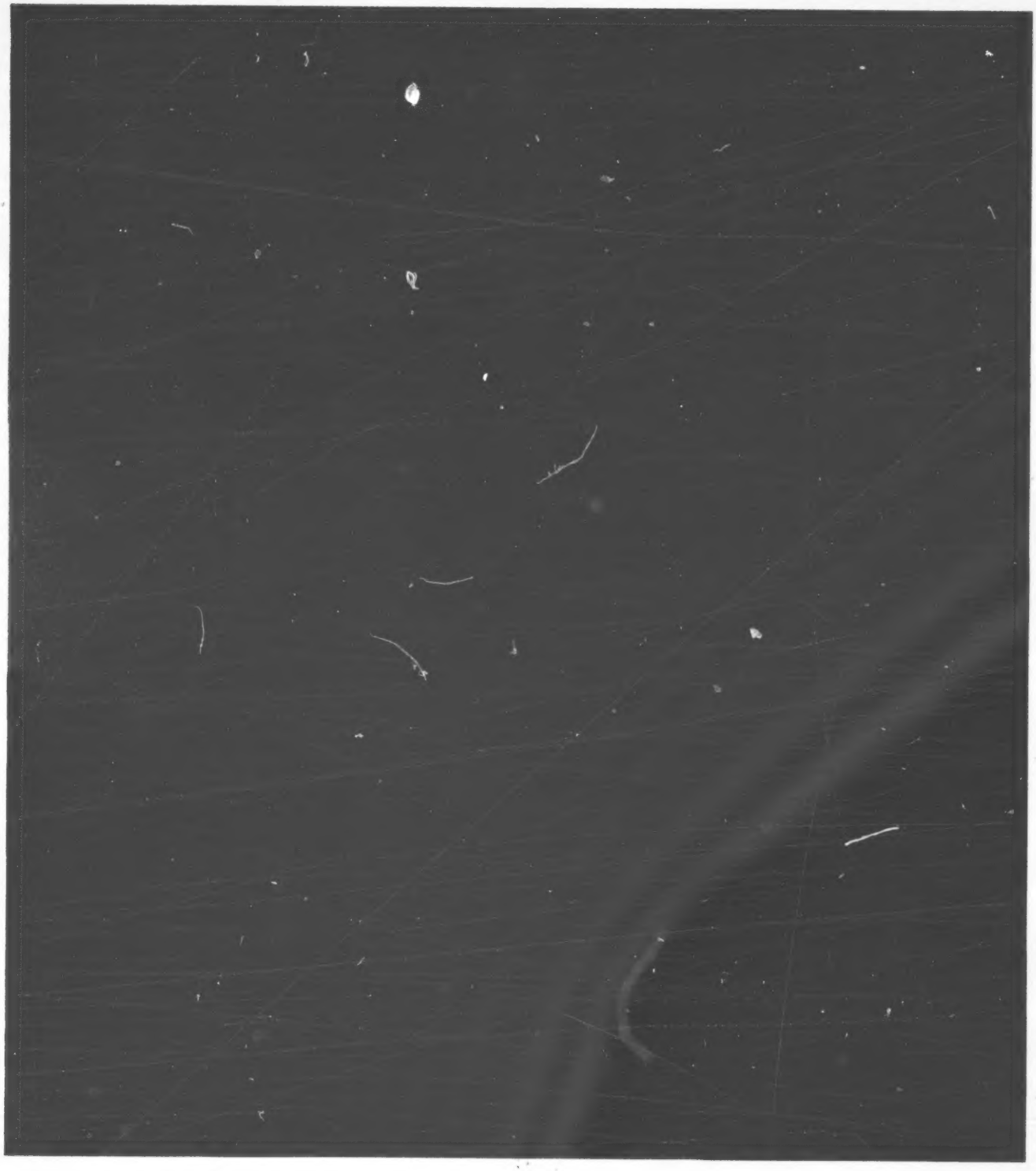
Kansas Commissioner for Education, Dr. Merle Bolton, maintains general responsibility for the Innovative-Exemplary Program under Title IV.

L. C. Crouch, Assistant Commissioner of Education Services has direct responsibilities for all Title IV activities.

Warren Bell serves as the Administrative Coordinator of Title IV (ESEA).

The essential, daily direction of the Innovative-Exemplary Program however, is in the hands of Section Director Phil Thomas and the staff of Educational Improvements and Development Section. Staff assignments include Marguerite Thorsell for evaluation and monitoring, Nancy Flott for dissemination and Wilbur Rawson for project review. These administrators work directly with the local education agencies and individual project directors in developing all facets of the innovative-exemplary projects. They provide guidance beginning with initial planning stages and reaching through to final evaluations and instituationalization into local agencies. Under their direction, the Kansas Innovative-Exemplary Program has won regional and national recognition in the areas of innovation, dissemination, and implementation.

The State ESEA Advisory Council works in conjunction with the state administration and serves in a voluntary capacity. This Council evaluates proposals for funding under the Innovative-Exemplary Program and helps formulate policy for related state projects. Members of the Advisory Council are citizens and educators who have been carefully selected by the Kansas Board of Education.

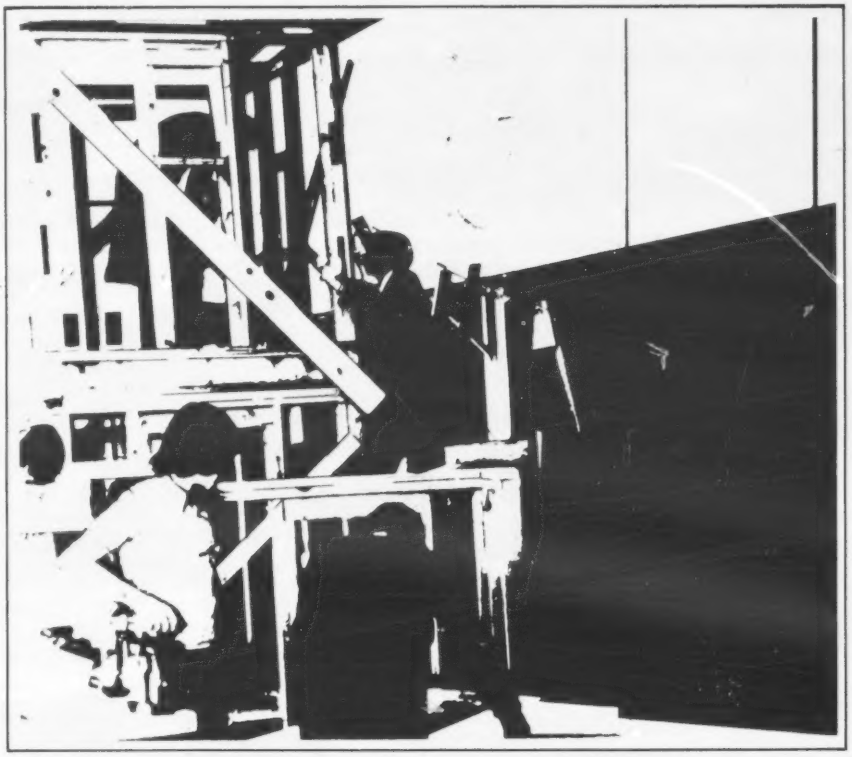


Planning an Innovative-Exemplary Project

Since federal funding in this program is limited and competitive, the state administrators and the Advisory Council evaluate carefully and thoroughly proposals for Innovative-Exemplary Program funding. They also provide helpful advice and suggestions to those applying for funds. Background information is always available, and state personnel as well as former project directors are accessible for consultation.

In order to qualify for funding, innovative projects must encompass one or more proven local needs which coincide with the state critical educational needs outlined in SEEK.

Broad knowledge and support of each proposal on the local level is also paramount, since integration of community resources and input is one of the program objectives. Before seed money is awarded, the local education agency must commit itself to the proejct's development with a plan for local support. This is necessary because federal funding is contingent upon plans for local assimilation of the projects. This money is looked upon as an investment, not just a three-year grant.



These are a few of the basic requirements for Innovative-Exemplary project funding. If you have an idea which you think would qualify under this program—an idea which would serve your school or school district and might help solve a statewide critical educational need—contact the Educational Improvements and Development Section of the Kansas Department of Education at the address below.

Educational Improvements and Development Section
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-3128

1977-1978